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Emergency Remote Teaching during the Covid-19 crisis at Chalmers – how did it go?

Keywords:

emergency remote teaching, online teaching transition, student evaluations of teaching, passing rates, teacher experiences

SHORT SUMMARY

This talk addresses the quick transition to online teaching that has been evaluated for LP4 2020 courses and from the teachers' perspective. We present preliminary findings as input for teachers, deputy heads and program directors to stimulate a discussion of experiences gathered during study period 4 including the identification of critical areas for interventions.

ABSTRACT

Due to the Covid-19-crisis, universities were forced to transition most or all parts of their education to an online format within a very short time frame. To distinguish this process from the regular online teaching, the term Emergency Remote Teaching (ERT) has emerged (Hodges et al., 2020). ERT put tremendous challenges in front of all stakeholders involved - students, teachers, administrators and decision makers (Watermayer et al., 2020). As this situation is unique and novel for all, scholars have just begun to present and share research and best practices on this transition process (e.g. Bao, 2020; Watermayer et al., 2020; Schlesselman, 2020).

To contribute to this effort, we examine, in this study, how ERT went for teachers and students at Chalmers, addressing the following research questions:

- RQ1: What are students' impressions of the outcome and consequences of the transition to ERT in terms of various aspects of course satisfaction compared to study period 4 in 2019?
- RQ2: How were learning results (passing rates) affected at Chalmers by the transition to ERT?
- RQ3: What are the differences in the student evaluation and performance between different student groups?
- RQ4: How did Chalmers teachers experience the transition to ERT?

We use Chalmers as an exploratory-comparative case study (Yin, 2009) since we have to expect the contextual conditions to be highly relevant to the phenomenon of study (ibid, p. 13).

RQ1-RQ3 are addressed by comparing course evaluations and passing rates from study period 4 (LP4) 2020 with the same period during 2019¹ for Chalmers as a whole and selected student groups, namely master program students (MSc and MScEng year 4-5), master of science in engineering (civilingenjör) students (MScEng year 1-3) and bachelor of science in engineering (högskoleingenjör) students (BScEng). The standard evaluation survey is conducted after each course, where students rate their agreement with statements on a 5-item Likert scale, with 5 being the highest rating. The data is accessed and analyzed via Chalmers decision support system QlikView. We address RQ4 by

¹ We focus on the previous year only, in order to compare each remotely taught course with the most recent campus taught version of the same course, so that changes in the course design are likely to be based mainly on the transition to remote teaching.

conducting a teacher survey (N=142) that was sent out in June 2020 to all teachers in charge of courses given during LP4 2020.

During the talk, we will present preliminary and mainly descriptive results addressing the four questions as input for a discussion. This shall help teachers, deputy heads and program directors to reflect upon their own experiences gathered during study period 4 and identify critical areas for interventions.

References

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